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ABSTRACT

An evaluation was done of the New York City Public Schools' Project PRIDE. During the 1990-91 school year, Project PRIDE served 330 mostly Haitian immigrant limited English proficient (LEP) students at Erasmus Hall High School in Brooklyn, of whom 84.5 percent were eligible for the Free Lunch Program. Project PRIDE provided students with instruction in English as a Second Language (ESL), native language arts (NLA) for Haitian Creole, and bilingual content area instruction and native language literacy. The project also provided staff development, parental involvement, and cultural activities. The evaluation was conducted using student and director questionnaires, test scores, and interviews. Analysis found that the project was fully implemented; met its objectives for dropout rate, referral to special education, cultural and social activities, self-esteem and cultural pride, staff development, and parental involvement; and met one objective for content area subjects. The project failed to meet objectives for ESL, language laboratory, and attendance. Students reported an improved attitude toward the Haitian Creole language as a result of program services. The computer-assisted ESL component and parental involvement activities were particularly successful. Recommendations include literacy instruction for all students requiring it, adequate materials and personnel, and improved attendance. (JB)

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OREA Report

Project PRIDE
Grant Number: T003A90139

1990-91

FINAL EVALUATION PROFILE

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Project PRIDE
Grant Number: T003A90139

1990-91

FINAL EVALUATION PROFILE

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7/28/91

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This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

Project Pride

Grant Number: T003A90139

1990-91

EXTRACT

PROJECT DIRECTOR: Yves Raymond

FUNDING CYCLE: Year 2 of 3

SITES

School	Borough	Grade Levels	Enrollment* (fall)	Enrollment* (spring)
Erasmus Hall High School	Brooklyn	9-11	253	268

*The project enrolled 330 students (47 more than in the previous year), serving 253 in the fall and 268 in the spring.

STUDENT BACKGROUND

Native Language	Number of Students
Haitian Creole	320
Italian	2
Korean	1
Unreported	7

Countries of Origin	Number of Students
Haiti	323
Unreported	7

Mean Years of Education in Native Country: 8.4; in the United States: 1.7

Percentage of Students Eligible for Free Lunch Program: 84.5

ADMISSION CRITERIA

The project admitted students who scored at or below the 40th percentile on the Language Assessment Battery (LAB). The project also considered teacher recommendations, intake interviews, and other placement tests.

PROGRAMMING

Features

Project Pride provided instructional and noninstructional services to Haitian immigrant students of limited English proficiency (LEP). Program students took English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), bilingual content area subjects, and native language literacy. Noninstructional services included staff development, parental involvement, and cultural activities.

Strengths and Limitations

Students reported an improved attitude toward the Haitian Creole language as a result of program services. The computer-assisted E.S.L. component and parental involvement activities were particularly successful.

Limited personnel and materials prevented the project from providing literacy instruction to all those needing it.

CONCLUSIONS AND RECOMMENDATIONS

Project Pride was fully implemented. It met its objectives for dropout rate, referral to special education, cultural and social activities, self-esteem and cultural pride, staff development, and parental involvement, and one objective for content area subjects. The project failed to meet objectives for E.S.L., language laboratory, and attendance.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- If funds permit, provide literacy instruction to all students requiring it.
- If funds permit, ensure that an adequate number of personnel and sufficient materials are available to meet the objectives for E.S.L. and language laboratory.
- Explore ways in which to improve attendance.

PROGRAM ASSESSMENT

STAFFING

Project Staff funded by Title VII (Total 5)

Title	Degree	Language Competencies	Title VII Funding
Project Director	Ph.D.	Haitian Creole	Part time
Educational Assistant (4)	H.S.+	Haitian Creole	Full time

Teachers Working With Project Students (Total 3)

Degree	Certification		Language Competencies
Master's 3	Mathematics	2	Haitian Creole 3
	Social Studies	1	

Two teachers were certified in what they taught.

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

Level	Periods Daily
Literacy	2
Beginning	3
Intermediate	2
Advanced	2
Transitional	1

The program used developmental lessons to teach E.S.L. Project staff were attempting to use cooperative learning or group learning and interdisciplinary teaching methods. The program also used computer-assisted E.S.L. approaches.

Literacy level E.S.L. used two series of textbooks, Reading for Today and Communication for Today. Regular E.S.L. classes used Side by Side textbooks and workbooks 1 and 2.

- All target students in need of it will receive literacy instruction in E.S.L.

Twenty-seven of 42 students needing literacy instruction in E.S.L. received it. Project Pride did not have the personnel and materials necessary to meet this objective.

Project did not meet objective.

Language Laboratory

- By the beginning of the second year of the project, a language lab equipped with computers, software, tape recorders, and headphones will be operational.

The computer laboratory did not become operational until February 1, 1991, the middle of the project year. The delay was caused by inadequate electrical capacity in the laboratory.

Project did not meet objective.

Native Language Arts (N.L.A.)

Students lacking literacy skills in their native language: 10 percent (estimated)

N.L.A. was offered on the beginning and intermediate levels five periods weekly.

Project staff used an experiential approach to teach N.L.A. Project staff utilized the students' natural expressions when teaching language. The project utilized a number of books for N.L.A. including Goute Sèl, Map li ak kè kontan, Lekti ak Gramè, and Konprann Sa Nou Li. The project also developed and used Ann Aprann Li Kreyòl.

Project Pride did not propose any objective for N.L.A.

Content Area Subjects

Project Pride incorporated developmental lessons and cooperative learning strategies and concentrated on interdisciplinary teaching methods. The project offered courses in mathematics, science, and social studies, all taught in Haitian Creole. There was, however, a shortage of materials in Haitian Creole. Students used Syans Fizik Nevyem Ane, published by the Office of High School Bilingual/E.S.L. Programs, as a science text. The project adapted and translated materials from other sources as well.

- All participating students will be enrolled in content area classes using Haitian Creole as the language of instruction.

All participating students were enrolled in content area classes using Haitian Creole as the language of instruction.

Project met objective.

- All target students in need of it will receive literacy instruction in the content areas.

Twenty-seven of a possible 42 students needing literacy instruction in the content areas received such instruction.

Project did not meet objective.

Attendance

- Participating students' attendance will be significantly higher than that of mainstream students.

The project students' rate of attendance was 82.2 percent. This was 2.0 percent higher than the mainstream students' rate of 80.2. However, this was not statistically significant.

Project did not meet objective.

Dropout Rate

- Program students will have a significantly lower dropout rate than similar non-program students.

Project students' dropout rate was 0.3 percent, while the mainstream students' rate was 9.9 percent. The -9.6 difference was statistically significant ($p<.05$).

Project met objective.

Referrals to Special Education

- Program students will have a lower incidence of referral to special education than non-program students.

No students were referred to special education.

Project met objective.

Cultural and Social Activities

- To reinforce target students' sense of pride and self-worth, they will participate in an activity devoted to their cultural heritage once every semester.

During the fall semester, a group of 25 project students attended a concert in honor of Haitian artists. In the spring semester, the program sponsored a cultural assembly program featuring Haitian poetry, dances, and other cultural activities.

Program met objective.

- The program will organize at least one trip per semester to increase the LEP students' familiarity with American culture and citizenship.

During the fall semester, the program sponsored a trip to Washington D.C. During the spring semester, the program organized a trip to Albany to visit the various government buildings and a museum.

Project met objective.

- The program will organize at least one activity per semester (assembly program, food fair, cultural show, etc.) in order to provide for meaningful interaction and greater harmony between the LEP students and the general school population.

In the fall semester, Project Pride sponsored an International Christmas assembly program. In the spring semester, the project organized Black History Month assemblies, dances, and other presentations. Additionally, the program sponsored a Caribbean Fair. Both program and mainstream students attended and participated in the activities.

Project met objective.

Self-Esteem and Cultural Pride

- By the end of the project year, participating students will demonstrate improved attitude toward Haitian Creole.

Evaluation Instrument: Attitude survey using a 5-point Likert-scale.

Student's attitudes became significantly more positive about using Haitian Creole in their classes, as shown by an increase in mean scores on the attitude survey from 3.2 to 4.0 ($p<.05$). Most of the participating students also indicated that using Haitian Creole helped them do better in school and that the project enabled them to maintain close ties to their native culture.

Project met objective.

Staff Development

- All program staff members will attend monthly workshops in order to discuss topics relevant to the program and its improvement.

All project staff members attended monthly workshops to discuss relevant topics.

Project met objective.

- One teacher and one educational associate participating in the program will enroll in at least one university course each semester in areas related to bilingual education, computer-assisted E.S.L. instruction, literacy techniques, or other subjects determined to be appropriate by the project director in consultation with the school principal.

During the fall semester, two teachers took special education courses. During the spring semester, an educational associate and one teacher enrolled in a computer course and an education course respectively.

Project met objective.

- As a result of participating in the program, the teachers and educational associates will demonstrate increased knowledge of strategies and techniques for increasing and improving instructional and/or social services to LEP students and their parents.

Evaluation Instrument: Attitude survey using a 5-point Likert-scale.

The attitude survey indicated that the level at which staff rated their own knowledge of strategies and techniques for improving services to LEP students and their parents increased from 2.8 to 5.0 ($p<.05$) as a result of participating in Project Pride.

Project met objective.

Parental Involvement

- As a result of participating in Project Pride, there will be increased parent attendance and participation in school activities and special events.

Project Pride sponsored an Open School Night each semester for the parents of program students. Attendance increased from 39 parents in the fall to 46 parents in the spring.

Project met objective.

- The program will offer E.S.L. classes twice a week each semester to 30 parents of participating students.

The program offered two E.S.L. classes weekly for parents of all participating students. Twenty-five parents participated in each class.

Project met objective.

- As a result of participating in Project Pride, parents of participating students will receive information about the program and about community resources through workshops, newsletters, and letters prepared by program staff.

Project Pride offered one workshop on the importance of parental involvement. Program staff members circulated an N.L.A. newsletter and were developing an E.S.L. newsletter. Staff also corresponded regularly with parents about the importance of their attendance at school functions, at the same time keeping them abreast of all project activities.

Project met objective.

- Ninety percent of the participating parents will understand, accept, and support our bilingual program.

Two hundred and eighty-three students participated in the project during the 1989-90 academic year. Ninety-six percent of these students returned to participate in Project Pride in 1990-91. This high return rate is indicative of parental acceptance and support.

Project met objective.

- Parents will assist in the evaluation of the program by participating in class visits and by becoming members of the Parent Advisory Committee.

Project Pride had a parent advisory committee composed of parents, students, teachers, and educational associates. This committee met twice a year and monitored the progress of project activities.

Project met objective.

STUDENTS WITH SPECIAL ACADEMIC NEEDS

	Number of Students	Percentage
Referred to remedial programs:	0	0
Referred to gifted and talented programs:	0	0
Retained in grade:	0	0

The project sent a few students for assessment as possible candidates for special education, but none were referred.

The referral process was from classroom teacher to guidance counselor to the School-Based Support Team (S.B.S.T). The S.B.S.T. included a member who spoke Haitian Creole.

MAINSTREAMING

No students were mainstreamed this year.

Academic Achievement of Former Project Students in Mainstream

No data were available on former project students.

CASE HISTORY

Joseph S. was born in Haiti in 1972 and entered Erasmus Hall High School in 1986. He had had only four years of formal education. At first, Joseph's mother agreed to have him placed in a special education program. She was then told about Project Pride and agreed to Joseph's joining the literacy component of the program. After one year of participating in the project, Joseph was able to bring his grades up to a high-C average, high enough to be transferred into the regular bilingual program. His LAB score went up from the first percentile to the fifteenth percentile. Joseph also became involved with after-school activities, including the Haitian Club, as his confidence and sense of self-worth improved.

APPENDIX A

DATA COLLECTION AND ANALYSIS

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the Questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a t-test. To determine whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a z-test. The level of significance is set at .05 for all tests.

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